

**FEM
CON**

Empowering
Women in
Construction



Pedagogical guide & worksheet

MODULE 1

STEREOTYPES AFFECTING WOMEN IN CONSTRUCTION

www.femalesinconstruction.eu



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FEMCON Open Education Resources

FEMCON project

FEMCON develop innovative vocational education & training that assist women working in or considering a career in construction industry to progress to visible roles within the industry.

In so doing, FEMCON aim to increase the attractiveness of the industry for others, thus leading to a greater number of women choosing the sector.

The long term objective of FEMCON education is to impact female workforce in the construction industry across Europe, to become aware of their rights to equality in the industry & to utilize their skills in the industry towards their careers progression, thus creating conditions for positive change to happen, improving the industry outlooks & these groups' quality of life.

Open Education Resources

The FEMCON Open Education Resources (OER) aim to equip VET trainers to provide specialist learning content to women working or interested in a career in the construction to help career progression & development of females in this industry.

The resources target the needs of women in the industry but through VET organizations & wider education providers across Europe as an online resource.

They cover industry-specific issues putting attention to the needs and conditions to entering this field, role of women in construction industry, the career progression possibilities, communication and assertiveness, as well as understanding new technology solutions & trends in construction and opportunities to develop innovative businesses based on the knowledge and experience gained.

The TRIPPLE “I”

The course concept is based on the TRIPPLE “I” idea, which means that the materials aim to:

INSPIRE women to work in construction industry and businesses to hire women,

IMPROVE professional skills, managerial and soft skills,

INNOVATE within the working possibilities and in the construction business.

Each module was designed to inspire woman to take on new challenges in construction industry, improve personal skills and thinking about carrier in construction industry and create innovative attitude to start working and developing career in construction industry.

The course aims also to inspire business owners on how women can be better engaged in the industry and contribute to its development.

The course structure

The course covers the topics like new challenges in the construction, problems of managing construction projects, and soft skills needed to work effectively in construction.

Specifically there are 5 modules available:

MODULE 1: Stereotypes affecting woman in construction

MODULE 2: Working in construction industry)

MODULE 3: Assertive and workplace communication

MODULE 4: Future of construction

MODULE 5: Disruptive business (Innovation)

How to use

The resources are dedicated mainly for classroom learning to facilitate VET training sessions. They can be however regarded with flexibility for self-paced use or adapted to the needs of specific training programs.

Module introduction

The why

This module is crucial as it offers a unique opportunity to gain a deeper understanding of the challenges women face in the construction industry, and provides the necessary tools and strategies to overcome these obstacles. By engaging in various activities and case studies, learners will not only develop the confidence to challenge stereotypes and biases but also feel empowered to make a meaningful impact toward a more inclusive and diverse workplace. Most importantly, this module will inspire and motivate to pursue a career in construction, as it highlights the numerous benefits and opportunities available for women in this exciting and dynamic industry.

Learning objectives

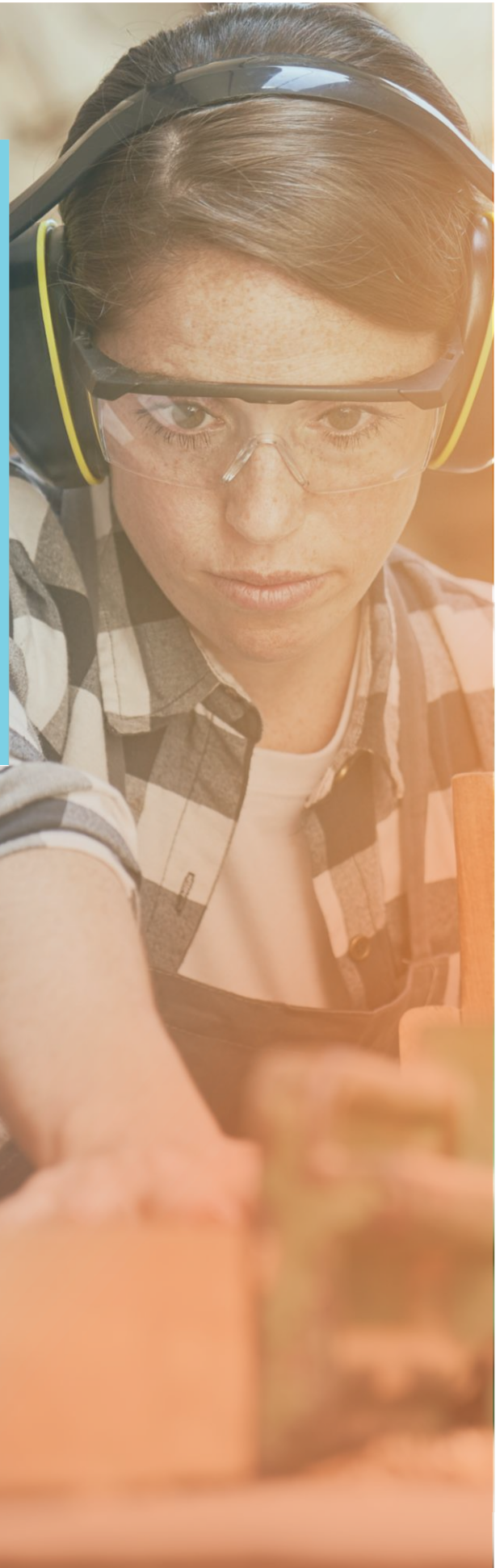
- To gain a better understanding of the construction industry and the roles within it
- To identify and challenge common stereotypes and misconceptions about women in construction
- To explore strategies for creating a more inclusive and supportive workplace
- To hear success stories and learn from women who have broken through barriers in the construction industry





"An educator who breaks stereotypes teaches their students to do the same, empowering them to question the status quo and create a world that is more diverse, inclusive, and just."

- Dr. Sara Goldrick-Rab



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Module information

The time needed to deliver

Total: 5 hours

- theoretical introduction: 2 hours
- collaborative learning, workshop activities: 1 hour
- feedback and discussion: 2 hours

Delivery mode

Group learning (workshop-specific group size)

Relevant for women only, or mixed groups

Individual learning possible

Pedagogical methods

Teaching and learning activities: Role playing (Collaborative learning)

Assesment and feedback practices: Intersivision

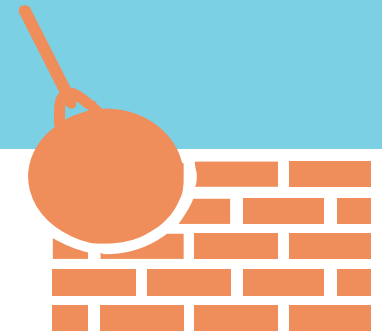
Educational technologies: Videos and case studies

Module resources

PPT presentation for class delivery

Worksheets

Education is the key to breaking down barriers and creating a more inclusive construction industry. By educating women about the opportunities available in the industry and providing them with the skills and support they need to succeed, we can help to shatter the glass ceiling and pave the way for a more diverse and equitable workforce.



04 Facilitators guide

The aim

In this module the aim is to raise awareness and understanding of the stereotypes affecting women in the construction industry.

The construction industry offers a range of rewards and challenges to those who work in it.

On the one hand, construction work can be physically demanding, risky, and highly competitive, with limited opportunities for advancement.

On the other hand, many workers find the work to be rewarding and fulfilling, with competitive pay, diverse career paths, job security, and the satisfaction of hands-on work that produces tangible results. As with any industry, those who are considering a career in construction should carefully weigh the challenges and rewards to determine if it is the right fit for them.

The construction industry provides an opportunity for women to break barriers, challenge stereotypes, and make a tangible impact in building a better future.

Pedagogical methods explanation

In this module the following pedagogical methods will be facilitated:

- **Role playing:** an educational method that helps to understand various perspectives on the phenomenon; trainees are assigned purposefully with roles they are asked to play according to given scenario;
- **Intervision:** smaller groups of participants with similar backgrounds exchange experiences without the guidance of a facilitator.

The learning experience will be additionally facilitated by educational technology:

- **Videos and case studies:** recorded videos are used as reference and case studies in the education process

Women in the industry can lay a solid foundation for those interested in pursuing a career in construction.



Training scheme

1. Based on the PPT materials the trainer introduces the stereotypes women face in the construction industry.
2. Learners are provided with resources on women in construction (roles, stereotypes, reasons behind them and methods for overcoming); they discuss in pairs how women can impact the industry toward positive change. They are also encouraged to go to social media (particularly construction-related special interest groups) and look for some inspiration and interesting insights;
3. Students are split into 4 groups. Each of the group receives separate exercise, i.e. a role to play in terms

of the type of construction industry stakeholder:

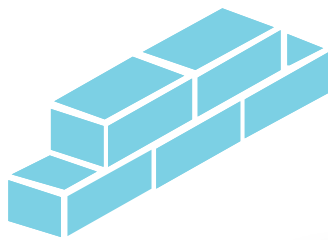
- Group 1 plays the role of construction companies,
- Group 2 – VET educators
- Group 3 – policymakers
- Group 4 – workforce in the industry

The leading methods and questions about what each groups can do to change the status quo, are provided – see PPT slides to the module).

Groups discuss and choose the best method to implement.

4. The trainer pick one person from each group to present their solutions.

5. All groups have to work together and compile an overall action plan, for the sake of exercise.



INTERACTIVE AND INNOVATIVE

- Training materials are developed in PowerPoint. They can be adjusted to the particular training needs, as they are editable.
- Videos and external articles are used to explain certain sections of the training content and to present case studies for discussion
- Exercises encourage both group and individual learning and give a practical tone to all the context
- Activities invite learners to investigate certain content such as articles, podcasts, books and more
- Case studies help bring thematics to life
- All of these can be replaced with the suitable, localised examples, by the educators, that best suit the needs of a particular target group, making these resources highly transferable.

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Links to additional resources

Inspirational FEMCON video – as an educator, you can use this video at the beginning of the lesson to inspire and motivate learners

<https://www.youtube.com/watch?v=FJzSTwSmt-U>

Stock images – you can use this free stock images platform to find representative images of women in construction: www.pexels.com

Construction VET resource – more materials from the industry

<https://constructionblueprint.eu/context/>

FEMCON blog:

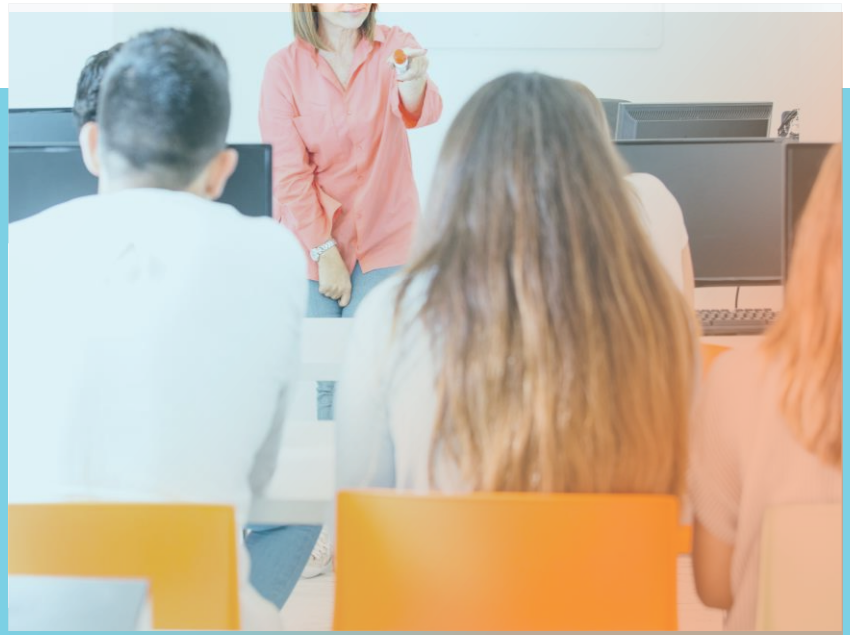
<https://femalesinconstruction.eu/news/>

FEMCON Networking group:

<https://www.linkedin.com/groups/12735551/>

FEMCON Facebook page:

<https://www.facebook.com/profile.php?id=100087627297922>



The educator can use these resources to complement the lesson

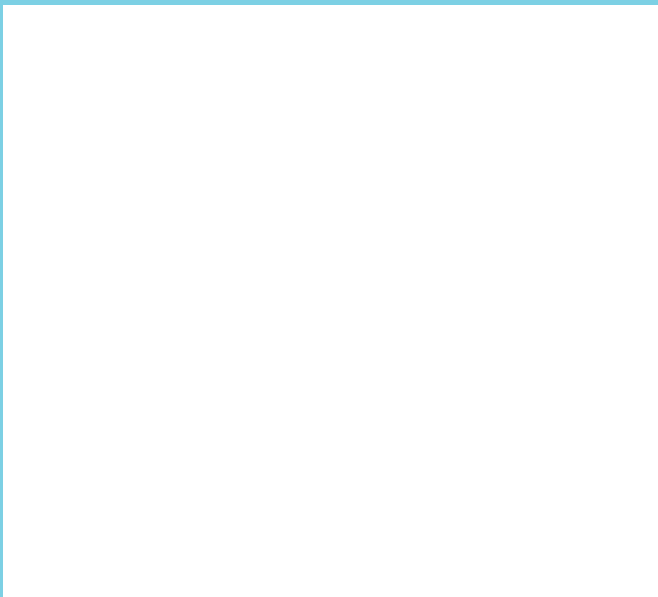


07 Worksheets



Worksheet 1.1. Breaking Stereotypes: Women in Construction

Worksheet 1.2. Breaking Stereotypes: Women in Construction – worktable template





Worksheet 1.1. Breaking Stereotypes: Women in Construction

Instructions:

Do this activity before topic 2 of module 1, and again, just after topic 2 is finished by learners, help them revisit this activity, so they can rethink it.

Start by discussing the stereotypes that exist about women in the construction industry. Some examples may include: "women aren't strong enough to handle physical labor," "women are too emotional to handle a tough work environment," or "women are better suited for administrative roles."

Break the group into smaller teams and assign each team a different stereotype to tackle.

Have each team brainstorm a list of actions or behaviors that can challenge or refute the assigned stereotype. For example, if the stereotype is "women aren't strong enough," the team could list examples of women who have excelled in physically demanding construction jobs or discuss ways to promote strength training and physical fitness for women in the industry.

After each team has had time to brainstorm, come back together as a group and have each team present their ideas.

Finally, as a group, discuss ways that individuals can actively work to challenge and break down stereotypes in the construction industry. Some ideas might include mentoring and supporting women in the industry, advocating for diversity and inclusion in hiring and promotion practices, and promoting positive stories and examples of women in construction through social media and other channels.

Wrap up the exercise by encouraging participants to take action to break down stereotypes and promote a more inclusive and diverse construction industry.



Worksheet 1.2. Breaking Stereotypes: Women in Construction – worktable template

Stereotype	Actions/Behaviors to Challenge Stereotype	Examples or Supporting Evidence
[Insert Stereotype Here]	[Insert Actions/Behaviors Here]	[Insert Examples or Supporting Evidence Here]
[Insert Stereotype Here]	[Insert Actions/Behaviors Here]	[Insert Examples or Supporting Evidence Here]
[Insert Stereotype Here]	[Insert Actions/Behaviors Here]	[Insert Examples or Supporting Evidence Here]
[Insert Stereotype Here]	[Insert Actions/Behaviors Here]	[Insert Examples or Supporting Evidence Here]

Note: The first column should list the stereotypes that each group is assigned to tackle. The second column should list specific actions or behaviors that can challenge or refute the assigned stereotype. The third column should provide examples or supporting evidence to back up the actions/behaviors listed.



Stay creative and purposeful in your training!

Add new methods to your training scenario. Here some useful and interesting examples are proposed.

Teaching and learning activities

Carousel brainstorm: Small groups of students rotate around the classroom, stopping at various "stations" for a designated period of time (usually 1-2 minutes). At each station, students activate their prior knowledge of a topic or concept and share their ideas with their small group. Each group posts their ideas at each station for all groups to read.

Pretest: To activate students' prior knowledge, a pretest can be given to students that consists of questions related to new content for the students. The students are instructed to make the test without preparation. The test can contain one or two comprehension questions or a number of multiple choice questions.

Focused freewriting: Focused freewriting is writing about a particular subject or question which has been posed. It simply means putting pen to paper and writing whatever comes into your head. It is a useful tool for generating ideas and discovering attitudes. A pre-lesson brain dump: Writing-to-learn activities can be used before a learning experience to get students to 'warm up' by thinking about what they know or think they know or feel about a new topic.

Fishbowl discussion - A fishbowl conversation is a form of dialog that can be used when discussing topics within large groups. The advantage of fishbowl is that it allows the entire group to participate in a conversation. Several people can join the discussion. Four to five chairs are arranged in an inner circle. This is the fishbowl. The remaining chairs are arranged in concentric circles outside the fishbowl. A few participants are selected to fill the fishbowl, while the rest of the group sit on the chairs outside the fishbowl. In an open fishbowl, one chair is left empty; any member of the audience can, at any time,

occupy the empty chair and join the fishbowl. In a closed fishbowl, all chairs are filled. The moderator introduces the topic and the participants start discussing the topic. The audience outside the fishbowl listen in on the discussion.

Assessment and feedback practices

Intervision sessions - Smaller groups of participants with similar backgrounds exchange experiences without the guidance of a facilitator

Supervision sessions - A group session after a training where a (large) group of participants are able to exchange experiences with each other. This happens under the guidance of a facilitator who has the required expertise in that field.

Peer assessment - Activities that require students to assess their peers' performances against applicable criteria; extend to offer specific suggestions for improvement.

Co-assessment - Both the lecturer and the students have a role in the assessment process.

Educational technologies

Mobile response systems - In order to actively involve all individuals of a group of students during class, you can ask questions by means of personal response systems. Students are able to respond simultaneously and individually with digital (e.g., Mentimeter, Kahoot) or analogue clickers.

Wiki - A collaborative tool that allows students to contribute and modify one or more pages of course related materials. Essentially, a wiki is a web page with an open-editing system.



To grow big, think big. Dream BIG dream. Create a world-changing vision, and your vision will lead you.

